



Data Story

A school development plan is intended to be read and understood in correlation with the school's annual results report. Both documents focus on continuous improvement in student learning through planned and intentional responses to evidence of achievement and data about the learning conditions that support student success.

The data that focuses an individual school's development plan will be unique to that school. Principals across the CBE lead the school development planning process with their staffs through a consideration of a variety of sources of data. Some of the most common forms of data are included here.

Student Learning Data

- Considers both current levels of achievement and trends across time
- Considers both whole school information and specific cohorts of students*
- Report card marks – course, subject and/or outcome-based information (this information supports the determination of an achievement goal and is an important measure for determining whether the achievement goal has been met)
- Provincial assessments – PATs, SLAs, Diploma exam results (this information supports the determination of an achievement goal and is an important measure for determining whether the achievement goal has been met)
- Observations of student learning patterns, accomplishments and needs (this information supports the determination of an instructional goal)
- Considers system-wide data as noted in Results 2 reports to the Board of Trustees and the Annual Education Results report

*Specific cohorts may include classes, grades or significant demographic groups – specific consideration is to be given to the achievement and learning needs of ELL and aboriginal students.

Perception Data

- Accountability Pillar survey data — students, parents and teachers (this information supports the determination of an instructional goal)
- CBE results survey data — students (this information could support the determination of either an achievement goal or an instructional goal – if used to form an achievement goal, then is an important measure for determining whether the achievement goal has been met)
- TTFM survey data — students (this information supports the determination of an instructional goal – please note that engagement is not an achievement measure but an indicator of the experiences students have that lead to their achievement)
- In-school focus groups — students, parents and/or teachers (this information could support the determination of either an achievement goal or an instructional goal)

School Process Data

- What goals were previously identified, what strategies were employed, what impact did those strategies have? – are you continuing with and/or modifying a previous goal and/or creating a new goal? are there leverage points from previous strategies you can work into this year's work and/or do you need to rethink your approach?

School Development Plan

School: Hillhurst School

Theory of Action: If ... [Instructional Goal] ... then ... [Achievement Goal]

If teachers design rigorous math tasks then students will improve in their ability to communicate and represent their mathematical ideas.

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
Students will improve in their ability to communicate and represent their mathematical ideas.	Students will be able to communicate and represent their mathematical solutions in a variety of ways.	Report card stem "Models, represents and communicates mathematical ideas"	Increase percentage of students receiving a 3 in "Models, represents and communicates mathematical ideas" by 5% from 39%
		Report card stem "Models, represents and communicates mathematical ideas"	Increase percentage of students receiving a 4 in "Models, represents and communicates mathematical ideas" by 5% from 33%
		Part B of the Grade 6 Provincial Achievement Test in Mathematics in particular the "Shape and Space" component	Increase the Shape and Space" category by 5% points from 68%
		Part A & B of the Grade 6 Provincial Achievement Tests in Standard of Excellence.	Increase 5% points from 48%.

Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
Teachers will design rigorous math tasks.	<p>Teachers will implement the use of "challenging mathematical problems" within instruction and assessment practices.</p> <p>Teachers will engage in shared planning for tiering the chosen problems to ensure appropriate levels of challenge for different students.</p> <p>Teachers will build shared criteria for student ability to communicate ideas when solving mathematical problems.</p> <p>Teachers will share analysis of student discourse and artifacts in relation to learning outcomes from from the Mathematics Program of Studies</p> <p>Teachers will use resource "Number Talks" and "Open Questions for Rich Math Lesson" to develop a framework to engage students in communicating their learning</p> <p>Teachers will work in the company of a Math Resident expert to design rich learning tasks that are connected to high impact strategies: mathematics discourse, teaching through problem-solving</p>	<p>Rubrics for mathematical discourse</p> <p>PLC Notes</p> <p>Teacher Survey (pre and post)</p>	Grade group teams develop a shared criteria for students ability to communicate their mathematical solutions

School Development Plan

	teaching through problem-solving and metacognition		
			PLC will document shared analysis of their students mathematical communication 80% of the time
			The numbers of teachers who report "Strongly Agree" to answer the question: "How confident are you with leading mathematical discussions in your classroom with your students?" will increase by 40% from 23%.

School Development Plan Terms

1 | Development Planning

A process of data driven inquiry to improve student success. It enables focussed and rigorous collective staff work through the adjustment cycle process over the course of a year. It is supported by job embedded professional development within a school and across the CBE.

2 | Data Story

An analysis of the data that paints a picture of why you are focusing in a particular direction.

3 | System Outcome

Stated in the Three-Year Education Plan, Student Success

4 | Theory of Action

A Theory of Action begins with a statement of a causal relationship between what I/we do and what constitutes a good result in the classroom, school or organization. It is articulated in an If...then...statement (City et al., 2009). It connects the inputs in the instructional program to the outcomes of student achievement.

5 | Achievement Goal

The change/improvement a school intends to create in student achievement.

6 | Performance Measures and Target

The means by which achievement is measured. This contains a specific numerical target that would demonstrate improvement. Measures are based on the same data sets that surfaced the area for improved student learning.

7 | Instructional Goal

The change a school intends to create within instructional practices to support the student achievement goal.

8 | Instructional Strategy

Describes the overall change or enhancement effort within instructional practices and the actions that will be taken to support the instructional goal. It focuses professional learning so teachers are supported to design instruction to actualize the achievement goal.

9 | Achievement Strategy

Describes the overall focus or improvement effort that will be implemented within students' learning experiences to improve their achievement.

10 | Instructional Measure

Describes the means through which changes in instruction are visible. It determines whether the actions are leading to the desired learning within instructional practices. It informs the adjustment cycle for teacher learning.

11 | Achievement Measure

Determines whether the achievement strategy is successful in improving student learning.